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ABSTRACT

Project EXEL is an experimental program in the preparation of elementary school teachers from their freshman year through a 4-year sequence of professional education experiences. The program provides opportunities for students to integrate theory and practice and personal potentials into authentic teaching styles. In the first 2 years, emphasis is placed on developing skills in relations with children; at first in conjunction with Muncie elementary school, then later in contrasting socioeconomic settings. Junior year is concerned with methods, with the option of spend one quarter of that year in England. The senior year of the program is given over to schools with innovative programs, team teaching, open classrooms, and special programs for particular neighborhoods. (Supplementary material appended to this paper includes schedules of courses in EXEL, EXEL progress, and annual reports.) (JA)

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EXEL

An Experimental Program in the Professional Preparation of Elementary School Teachers

Ball State University

Muncie Community Schools

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Summary

Ball State University and the Muncie Community Schools are cooperating in an experimental program in the preparation of elementary school teachers. Students enter the program in the freshman year and complete a four year sequence of professional education experiences that include assignments in elementary classrooms.

Its purpose is to provide opportunities for students to integrate theory and practice and personal potentials into authentic teaching styles. Each student develops and demonstrates his own teaching competencies and values consistent with accepted understandings about children, human relations, communications, aesthetics, society, curriculum, and humanistic perceptions of the objectives and structures of the elementary school.

During two quarters of the freshman year, students spend one two-hour period in selected Muncie elementary school classrooms and attend one two-hour seminar each week. This schedule is continued through two quarters of the sophomore year with an additional two hours weekly in the seminar. Each student is assigned three schools that offer contrasting socio-cultural settings. The central emphasis of this two year period is on developing skills in relating with children.

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The Junior year program includes two quarters of work. Students spend four two-hour periods each week in classroom assignments in conjunction with method courses. The classrooms become laboratories for developing and practicing teaching methods in all curricular areas.

Students may elect to spend one quarter of the junior year in Great Britain. There they work full time as student teachers in primary schools in Staffordshire and surrounding areas for a period of five weeks following in introduction to British Society, culture, and education at the University of Keele.

In the senior year student teaching program preference is given to schools with innovative programs, team teaching, open classrooms, multiage grouping and/or individualized instruction and special programs for particular neighborhoods.

The program is supported within the University budget for instruction except for a small grant for the development of Instructional Task Kits that are being used in the Freshman Block. One hundred to One hundred and twenty students are admitted to the program each year.

THE CASE STUDY

Ball State University initiated an experimental program in the professional component for the preparation of elementary school teachers in the 1970-71 academic year. The professional courses required by the university were restructured into a sequence of units each of which includes student assignments to selected elementary classrooms in the Muncie Community School. This experimenet was approved for the entrance of six freshmen groups of up to 200 students to be admitted on successive years beginning with the 1970-71 academic year.

This project represents the culmination of three years of research, discussion, and planning by a sizeable number of Ball State faculty and students. A nuclear group of eight faculty and three students met consistently in approximately 20 two hour sessions each year. In addition, twenty faculty from all areas of the University and an equal number of students majoring in elementary education also participated from time to time.

Part of the input for this extended study and planning was a series of Lecture-consultations sponsored by the Department of Elementary Education and financed by a Project Support Grant from the USOE for the 1968-69 academic year. Consultants included:

1. Dwight Allen, Dean, College of Education, University

of Massachusetts, who encouraged us in the development of innovative structures for teacher education, particularly with respect to novel staff utilization and in the use of laboratory experience in the most real and practical circumstance possible in conjunction with all courses that have traditionally been considered to be theory and methods.

2. Clark Moustakes, Merrill-Palmer Institute, Detroit, Michigan, who confirmed our belief that openness, communication and the capacity for being helping persons are essential basic qualities of teachers.

3. Jerome Kagan, Professor of Human Development, Harvard University, who challenged us to develop a curriculum in teacher education that makes understanding and responding to children in terms of their individual potential, capacities, performance and needs central to all other understandings and competencies of the teacher.

4. John I. Goodlad, Professor of Education, University of California, Los Angeles, who helped us widen our understandings about the variety of organizational structures and program innovations that exist or are emerging in public education in the United States.

Input from each of these is reflected in the program. The

proposal was completed during the Winter of 1969-70 and in April the University Senate on the recommendation of the Dean of Teachers College, John Dunworth, and the University Dean of Faculty and Instructional Affairs, Richard Burkhardt, approved it. Implementation was started that summer and the program was initiated in the 1970-71 academic year.

Objectives

EXEL is committed to a humanistic approach to education. It perceives life as a process of interaction and growth, of continuing change. Each individual is to be encouraged to maintain and enhance his own uniqueness and initiatives as an autonomous being. Yet it recognizes that elementary teachers should possess an identifiable set of qualities, understandings and skills with knowledge to support them if they are to be able to help children achieve the competencies essential for personal growth as human beings. On this basis, EXEL set as its objective the design of a program that would help students become teachers who:

A. In terms of BEING

Possess a life style which facilitates the growth of self and others.

Are aware of the needs, motives, values, feelings, conflicts of self and others, and who use this data to become fully functioning selves and to help others to become fully functioning persons.

B. In terms of KNOWING

Possess information basic to understanding affective, cognitive, and psycho-motor growth and development of children.

Have knowledge relative to the structures of knowledge and the general curriculum areas including human relations, communication, aesthetics, and technology.

C. In terms of DOING

Possess and use skills for developing and sequencing learning experiences which are in keeping with each learner's level of ability to cope with his environment.

Possess a fund of skills by which they can develop alternative learning experiences when appropriate.

Can evaluate growth and learning and, when necessary, redirect learning experiences for children in order to achieve desired goals.

Approach learning as a cumulative process rather than as being based on artificial time criteria, e.g., quarter, semester, year, period, grade, etc.

An objective must be defined in manageable terms if it is to be used as the basis for constructing a program, particularly when it is stated, as here, in the form of a model. For purposes of program building, therefore, the model is restated in a series of goals, each of which can again be structured into a set of experiences designed to help sutdents acquire understandings, knowledge and skill applicable to it. In recognizing that achieving the model is a lifetime objective and that teacher education, in the final analysis, represents a beginning rather than an accomplished end, these goals are stated in present participial form.

The objectives of EXEL are goals to be expressed in teachers who are:

1. learning to be trusting of their own experiences, inventiveness, creativity, and discoveries as bases for action.

2. becoming more open and honest in communicating with others.

3. increasingly able to view teaching as an opportunity for creative human encounter in which teacher and pupil both become learners.

4. becoming active searchers with students in their mutual learning situations--and are models for the learning process.

5. moving toward mastering the teacher's role in helping children develop competencies of communication in language, mathematics, and the arts.

6. evolving toward mastering the teacher's responsibility of helping children grow in their understanding and appreciation of man and his environments.

7. developing understanding and skill in the processes of organizing, leading, and participating in elementary school class groups.

8. developing toward mastering the teacher's responsibility of helping children grow in their understanding and appreciation of man and his environments.

9. becoming increasingly able to articulate in words and action their conceptions of the teacher's roles and responsibilities.

10. developing understanding and expertise in the selection, construction, and use of instructional materials and equipment.

11. increasing their understanding of the variety of vertical and horizontal elementary school organizations found in American schools.

12. engaging in the analysis and appraisal of their own growth and in fostering of this competence in others.

13. learning to understand the nature of the communities and subcultural groupings served by the school.

14. becoming increasingly able to effect change in the communities served by the school--changes which promote human dignity and well-being in those communities.

Principles of Program Structure

Viewing teacher education as a process that is to help students to acquire specified emerging competencies instead of skills and knowledge suggests new structures for accomplishing its goals. EXEL's program structures are based on the following principles which its proponents believe are consistent with its goals:

1. Students should become involved in professional education experiences earlier--beginning at the freshman level--and continue farther--through the second year of professional service.

2. All professional education should be laboratory centered. Students should have meaningful supervised experiences in elementary classrooms in the public schools and in other appropriate places supplemented and augmented by films, video tapes, and other forms of simulated classroom events. These will provide the experience base for studying teaching in specific terms.

3. Faculty should function in teams. While one or two may have the direct responsibility for planning with a particular student group, additional faculty should serve in the capacities of lecturer, consultant and/or advisor to assist students in the development of special competencies needed for solving problems, preparing for experiences in the students' laboratory assignments and evaluating the outcomes to be sought in the experiences.

4. Evaluation should be both internal and external.
   a. Internal evaluation should be concerned with recording and assessing individual student progress and with overall program evaluation. Students and faculty will participate cooperatively in both.

b. External evaluation should be made by an agency of the university that works independently of the instructional program itself but will apply standards that are consistent with the program objectives.

The Curriculum

The program reorganizes and replaces the traditional content of the professional sequence in the elementary teacher preparation program. Students register for conventional courses but in predetermined Block Units. Objectives and activities of each Block Unit are determined by its place in the sequence of the units and the objectives of EXEL. Additional course credit is provided for additional requirements, particularly for assignment in elementary classrooms, by the addition of three courses totaling eight quarter hours of credit.

These courses are programmed into the Block Units as follows:

Freshman year: Winter and Spring Quarter		
*EDEL 101	Introduction to Teaching in the Elementary School: Seminar and Laboratory	2
GXPSY 100	General Psychology	4
	Total	6
Sophomore year: Autumn and Winter Quarter		
*EDEL 201	Introduction to Elementary School Organization and Management: Seminar and Laboratory	2
GXPSY 250	Human Growth and Development	4
EDPSY 300	Educational Psychology	4
	Total	10

Junior year: Autumn Quarter		
EDEL 360	Principles of Teaching and Classroom Management: Elementary School	4
EDEL 380	The Teaching of Language Arts in the Lower Elementary Grades	3
EDRDG 400	The Teaching of Reading in Today's Schools	4
EDRDG 430	Corrective Reading in the Classroom	4
	Total	15
Junior year: Winter Quarter		
*EDEL 490	Practicum in Elementary Education	4
ENG 310	The Teaching of Language Arts in the Upper Elementary Grades	3
MATH 391	Arithmetic in the Elementary Schools	3
SCI 391	Teaching of Science in the Elementary Schools	3
SS 391	The Teaching of Social Science in the Elementary School	3
	Total	16
Senior year: Any quarter by arrangement with EXEL staff		
EDEL 464	Student Teaching: Elementary School	9
EDGEN 462	Student Teaching: Elementary School	4
EDEL 410	The Social and Philosophical Foundations of Elementary Education	3
	Total	16

*Courses required for students participating in EXEL but not required on the regular elementary teacher education program.

Each Block Unit has an organizational structure that combines laboratory assignments, seminars, competency based learning tasks, and individual advisement. Several faculty are assigned to each

unit in terms of the variety of specializations needed for the objectives to be accomplished. Classroom assignments provide a variety of experiences with different age levels, different communities in terms of socio-economic status, and different organizational structures of elementary schools and teacher styles.

The Freshman Block Unit extends through two quarters, Winter and Spring. It consists of a two hour seminar that meets once a week and a classroom assignment in selected Muncie Community Schools, in which the student works one two-hour period each week. Students remain on the same assignment through these quarters. Task Kits provide specific rationale, instruction, and guidance in the mastery of specific kinds of instructional tasks.

The curricular emphasis in the Freshman Block Unit is on the first three of the fourteen professional goals for teachers. (page 5) Students also are led to explore their own potential qualifications for becoming elementary school teachers who can function with the sensitivity and responsiveness implied in these goals. To initiate the accomplishment of these objectives, students are involved in assignments in both seminars and classrooms that focus on:

1. Relating with children using good communication skills
2. Understanding interrelationships among children and how they influence each other
3. Understanding developmental tasks and learning how to function in supportive roles in helping children master them

4. Learning what children value and how to engage with children in value clarification

5. Helping children understand and appreciate their own strengths and potentials (power-base) for the satisfaction of their own needs and for meeting social needs and demands.

Students who find the intimate interaction with children and the self disciplining required to function in specifically defined teacher roles difficult or threatening are encouraged to consider other vocational and professional objectives.

The Sophomore Block Unit, also, extends through two quarters. Each week students attend two two-hour seminar sessions on campus and work in elementary classrooms for one two-hour seminar period. Assignments are changed at the quarter break to give students experiences in two schools and at two age levels. This and the Freshman experience places each student in three different schools before entering the larger program of the Junior year. Each student has an assignment in middle-upper middle, middle-lower middle, and a lower-middle-lower socio-economic school community.

Curricular objectives for the Sophomore Block Unit are a continuation of the objectives of the freshman year and the addition of understandings and skills in learning how children grow and learn, as represented by goals number 4 and 5 in the list of professional objectives. (page 5) Students are continuing the exploration of their potentials for becoming elementary school teachers as they work with new groups of children and assume

increasing responsibility in ther performance of classroom tasks.

There are two Block Units in the Junior year, each consisting of a full quarter student load. Students spend four two-hour periods in classroom assignments each week and approximately ten hours in class-seminars on campus through both quarters. The assignment emphasis is on teaching in various curricular areas of the elementary school.

The areas of the Language Arts with emphasis on the teaching of reading receive particular attention in the First Junior Block Unit. Specialists in Language Arts and Reading conduct class-seminars and participate in the supervision of the classroom assignments. Students plan language arts and reading activities under supervision of specialists.

In the Second Junior Block Units areas of concentrated work include mathematics, the physical and biological sciences, social science, and continuation of language arts. Specialists from these fields participate by teaching methods in these areas and participating in the supervision of the classroom assignments.

Goals number six, seven, eight, nine, and ten (page 5) receive particular attention this year.

The Senior Block Unit consists of a quarter of student teaching to be done during any quarter selected by individuals or jointly by groups of students. Placement may be anywhere in the state of Indiana or elsewhere by special arrangement. Preference is given to schools with unconventional programs that have

existed long enough for the school faculty and staff to have established working and teaching practices appropriate to the purposes and philosophy of new curricular or organizational structures. While on these assignments students are challenged to relate their perceptions of the purposes of education and their anticipated roles as teachers with what appear to be the expectations and demands of society.

An opportunity to spend one quarter in Great Britain is an optional program available to EXEL students who have completed two years of the program. The University of Keele and its associated teachers colleges of Crewe and Alsager provide facilities and coordination for this program. After a week in London and two weeks for orientation of the University the students are assigned to selected primary schools for five weeks of full time participation and student teaching. The students live in private homes while on the school assignments. A final two week period is reserved for independent study and travel.

This experience, of course, gives a number of students each year the opportunity to become intimately acquainted with primary education in Great Britain but its broader purpose is to immerse students in a culture different from their own but with sufficient commonality with their own to make interaction easy. The anticipated outcomes are that participants will become less parochial, that their appreciations of themselves, people, and cultures will be broadened and enriched.

Personnel Involved

University Faculty are selected to participate in EXEL on the basis of specialization, congeniality with its goals and desire to engage in experimentation in the development of teaching styles, revision of curriculum content, and reorganization of administrative structures. Fortunately there has been no difficulty in finding faculty who are interested in the experimental nature of the program and its objectives.

Approximately the same criteria are applied to the selection of cooperating classroom teachers with whom the student are assigned for laboratory experiences. All the Muncie Community Elementary Schools are available for EXEL students but by arrangement with the Administrative Assistant in charge of Pupil Personnel, assignments are rotated among the schools from quarter to quarter to provide variety of school-community environments and to facilitate convenience and economy in transportation. Within each school, teachers are selected for EXEL assignment by the building principal.

It is evident from the foregoing that a large number of persons in a variety of roles are involved in EXEL. It would be difficult to name all but listing key personnel and their particular contributions may be helpful to an understanding of its scope and the extent of university and community involvement in the program.

The Ad Hoc self-selected committee that proposed the program:

Raymond A. Olson, Professor of Elementary Education, who chaired the committee and is the EXEL Program Director

Debbie Bell, Undergraduate student, Elementary Education

Kenneth M. Dimick, Associate Professor of Psychological Counseling

Vaughn E. Huff, Professor of Psychology--Counseling Psychology and Guidance Services

Paul Mazza, Instructor, Burris School, and Doctoral Fellow

Edward Merryman, Assistant Professor of Elementary Education

Bill J. Paschal, Professor of Psychology--Educational Psychology

Betty J. Pogue, Associate Professor of Elementary Education

Marilyn K. Stickle, Assistant Professor of Elementary Education

Helen H. Sornson, Professor of Elementary Education

Robert E. Taylor, Associate Professor of Psychology--Educational Psychology

Chan Varner, Undergraduate student, Elementary Education

Mike Zubler, Undergraduate student, Elementary Education

Administrative Personnel whose support makes the program possible:

John J. Pruis, President, Ball State University

Robert R. Freeman, Superintendent, Muncie Community Schools

Richard W. Burkhardt, Vice President for Instructional Affairs and Dean of Faculties, Ball State University

William W. Lyon, Administrative Assistant in charge of Pupil Personnel, Muncie Community Schools

John Dunworth, Dean, Teachers College, Ball State University

Leslie J. Mauth, Associate Dean, Teachers College, Ball State University

Charles D. Shipman, Assistant Dean, Teachers College, Ball State University

George E. Swafford, Director, Office of Professional Laboratory Experiences

Dennis D. Redburn, Coordinator of Student Teaching

University Department chairmen who participate directly in the program in selection and assignment of staff and who authorize the restructuring of course offerings to conform with the organizational principles and particular goals of EXEL:

Mildred O. Ballou, Department of Elementary Education

Jay K. Church, Department of Educational Psychology

Everett Ferrill, Department of History

Robert E. Hill, Department of General and Experimental Psychology

John H. Hoelzer, Department of Mathematical Sciences

Jerry J. Nisbet, Department of Biology

Dick A. Renner, Department of English

Principals of the Muncie Community Elementary Schools who are responsible for the assignemnt of students within their buildings, participate in the supervision of their work, and provide administrative liaison with the University:

Richard Bump	Anthony Elementary School
Jack McNew	Blaine Elementary School
Marion Black	Claypool Elementary School
James Zedekar	Emerson Elementary School
Jay Reid	Eugene Field Elementary School
Leon Scott	Forest Park Elementary School

Clarence Hudson	Garfield Elementary School
Darrell Gill	Grissom Elementary School
Roger Greenawalt	Jefferson Elementary School
Robert E. Smith	Lincoln Elementary School
Wendell Keisling	Longfellow Elementary School
Robert Purtlebaugh	Mitchell Elementary School
Norman J. Georgi	Morrison Mock Elementary School
Harrold Wallace	Special Education Center
L. Gene Boyd	North View Elementary School
Ruth Tuttle	Riley Elementary School
Carl Cauble	Roosevelt Elementary School
John Wean	George Washington Carver Elementary School
Ralph Bushey	Stevenson Elementary School
Jack Johnson	Sutton Elementary School
Kenneth Petro	West View Elementary School

Ball State University faculty who participate as instructors, consultants, and supervisors:

Raymond A. Olson, Program Director, Supervisor of Laboratory Experiences, Classroom organization and management

Richard T. Alexander, Supervisor of Laboratory Experiences, Classroom organization and management

Frederick L. Brumbaugh, Mathematics education

Irma Gale, Language Arts, Linguistics

Ruth Hochstetler, Language Arts

Margaret McElhinney, Science Education

Betty Pogue, Supervision of Laboratory Experiences, Classroom Organization and Management

Alice Robold, Mathematics Education

James Sabin, Reading

Joan Schrieber, Social Science Education

Emerita Schulte, Language Arts, Childrens Literature

Marilyn K. Stickle, Supervision of Laboratory Experiences, Classroom Organization and Management, Reading

Robert Taylor, Understanding Self and Others, Communication, Studying children, Interaction in groups, Human Growth and Development.

Shirley Trent, Learning, Group Dynamics, Evaluation

Joan Williams, Reading

This list of participating people is constantly growing as the program develops, as additional personnel are needed to service new areas and as new groups of students are added to the program.

Cooperating Classroom Teachers

The Muncie Community School Corporation has approximately 300 teachers in its 20 elementary schools. All are potential participants in EXEL and in the three years since it was initiated approximately 240 teachers have had one or more EXEL students assigned to their classroom for one or more pre-student teaching experiences.

Student teaching may be done anywhere in Indiana so any elementary school teacher in the state is potentially an EXEL student teacher spuervisor. However, the commitment to place students,

in-so-far-as possible, in innovative school programs limits this potential. EXEL student teaching assignments are limited to teachers who have been assigned in innovative programs and who, in the judgment of local administrative personnel and area student teaching coordinators, are uniquely qualified as cooperating teachers in the Ball State University student teaching program.

Students

Students entering the University as first term freshmen with an interest in becoming elementary school teachers are invited to apply for admission to EXEL early in the Autumn Quarter. Interested students attend an orientation session before their applications are completed. The program is discussed in detail with all applicants in small group sessions to ascertain as fully as possible that they understand what will be required of them. All who retain their resolve to enter EXEL at the conclusion of this procedure are admitted.

The number of students entering the program in the three years since it began are:

Freshman class of 1970	105
Freshman class of 1971	110
Freshman class of 1972	120

Budget

EXEL has no independent budget because it is designed to operate within the regular budget for instructional programs. Faculty are assigned to work in the program as a part of their regular teaching loads. This is made possible by the fact that student credits earned are the same as

for students pursuing the regular elementary teacher education program and the teacher student ratio in EXEL is approximately the same as the entire university.

Students who select the EXEL overseas program pay their own transportation, insurance, and living expenses. There is no additional registration fee but an assessment is made for the additional cost for providing faculty and consultants overseas.

Evaluation Procedures and Data

Evaluation of the EXEL Program is both internal and external. Internal evaluation is concerned with recording and assessing individual student progress and with overall program evaluation. External evaluation is to be done by an agency of the University that will work independently of the instructional program itself, yet in its criteria for evaluation will use standards that are consistent with the program objectives.

The primary source of data for both procedures is the student files. Each student submits for his record a variety of reports, reaction sheets, work sheets, anecdotal records, and lesson plans. These materials demonstrate his successful performance of task assignments and his initiative in becoming involved in significant interaction with children.

An additional source of data, specifically for program development, is the student-staff meeting. In the first year of the program, 1970-71, meetings of student representatives from the student body, plus all who voluntarily attended, and the EXEL staff met regularly for program evaluation and planning. These meetings are being continued on an "on call" basis. Feedback and expressions of interest, need, and

concern have been the primary basis for program development, modification, and expansion. These include (a) expanding credit for the Freshman Block Units from six to eight quarter hours of credit, (b) structuring the unit assignments of the freshman year into a series of Instructional Task Kits that are largely self-administered, and (c) planning the overseas quarter as an optional addition to EXEL in the Junior Year.

External evaluation of the program is to be concerned with the degree to which it accomplishes overall objectives. This will require study and observation of graduates from the program during their first two years of teaching. A comparable group from freshmen who started on the regular program will be selected as the control group. This will enable the research agency to study the drop-outs and transfer-outs from a similar population as well as the teaching performance of the persons who completed the program.

Research on the first three class groups, the entering freshmen of 1970, 1971 and 1972 is being used primarily for program development and refinement.. The entering classes for the last three entering groups will provide the source of data for evaluation of the program. This division of the use of data is based on the assumption that the program will probably undergo considerable refinement and change as the participants, students and faculty alike, grow in knowledge and expertise during its initial years.

There is data available to date concerning the attrition of students in EXEL. Of the 109 students that were admitted to the program in 1970 retention is as follows:

109 admitted

105 entered the program Winter Quarter, 1970-71

97 continued in the Spring

88 indicated their intention to continue in EXEL at the end of Spring Quarter

73 registered for Autumn Quarter, 1971

69 completed Winter Quarter, 1971-72 and registered for Autumn Quarter, 1972

Comparable data for the students who entered the program as freshmen in 1971 are as follows:

Admitted to the program	110
Registered for Winter Quarter	107
Registered for Spring Quarter	100
Completed Spring Quarter	94
Application for Autumn 1972 Assignments	68
Registered for Autumn Quarter 1972 as of June 20	58

Research on the details of this information and all other date being accumulated await the completion of a research design and some form of funding. At this time, therefore, the precise data on reasons for leaving the program and who and how many left the university, left elementary teacher education for other objectives, or entered the regular elementary teacher education program is not known. It appears, however, that a considerable portion of the students who left the

program and remained in the university did so because they found teaching in the elementary school inconsistent with their expectations, at least in terms of the objectives of EXEL. If programs that, like EXEL, provide structured early experiences in teacher roles help students confirm or reject early decisions to become elementary school teachers, they will have performed a most useful service for the profession, particularly, at the present time when the challenge is to become increasingly selective in teacher preparation and certification.

Program Contributions to Teacher Education

Teacher education has been under attack from a number of quarters for failing to produce teachers who can cope effectively with consequences of technological development and social change. Responses have included a variety of innovations in structure of programs for teacher education but little change in objectives and content. Also, a large portion of these innovations have been directed toward selected pupil populations such as the culturally disadvantaged.

EXEL is an effort to generate a new elementary teacher education program based on a specified commitment. That commitment is the Objective stated in the Program Proposal and included on pages 3 and 4 in this report. Proponents of EXEL, supported by people such as Moustakas, Combs, Kagan, Allen, and Goodlad, believe the successful accomplishment of this objective will produce teachers who, while retaining a humanistic commitment, are competent and resilient enough as beginning teachers to expe - rience success on their own terms of reference and to grow and change as

need and conditions require.

It is probably unfortunate that the program is confined to the professional component of teacher education. The Ad Hoc EXEL Committee considered the possibility of including all requirements in elementary teacher education but found that problems involved in restructuring courses, schedules, registration, and staff utilization to be overwhelming. However, there has been some spin off effect. For instance, the areas of the performing arts, (music, drama and dance) have joined to provide an integrated, child centered program for helping prospective elementary teachers find ways to enrich classroom experiences through these avenues of personal and group expression.

Final assessment of the effectiveness of EXEL is several years away. Only when there has been a thorough study of graduates through a number of years of professional service can the validity of its purposes and the capability of the program to accomplish them be determined. If EXEL teachers are found to be initially more successful, more responsive to children individually, more capable of adjusting to various school populations, more likely to make careers of teaching, more resourceful and creative in classroom organization and management and more involved in continuing growth in professional competence than a comparable group of teachers representing graduates from conventional programs, it will have fully achieved its goals. It could settle for considerably less and still have much to recommend for the improvement of teacher education.

3

EXEL

Supplementary Materials

1. A Proposal for an Experimental Program in the Professional Preparation of Elementary School Teachers

2. Schedule of Courses in EXEL

3. Code of Ethics for EXEL Students

4. Task Suggestions for School Assignments

5. Letter to Classroom Teachers Accepting Freshman Participants

6. Letter to Classroom Teachers Accepting Sophomore Participants

7. Letter to Classroom Teachers Accepting Junior Participants

8. EXEL Progress Report, April, 1971

9. EXEL Annual Report, June, 1972

EXEL

A

Proposal

for an

Experimental Program in the Professional

Preparation of Elementary

School Teachers

by

An ad hoc committee consisting of the following persons:

Edward Merryman
Raymond Olson
Betty Pogue
Helen Sarnson
Kay Stickle of the Department of Elementary Education

Bill Paschal
Robert Taylor of the Department of Educational Psychology

Kenneth Dimick
Vaughn Huff of the Department of Counseling Psychology and Guidance Services

Debbie Bell
Chan Varner
Mike Zubler, students in Elementary Education

Paul Mazza and Clark Tufte participated during the 1968-69 academic year but have since left the University for positions elsewhere.

Teachers College

Ball State University

1970

I. Summary

This proposal is for an experimental professional education sequence in elementary teacher education beginning in the freshman year and continuing through the senior year in which

1. Two hundred students will be enrolled each year for six years
2. Forty-seven hours of credit will be included in the program that substitutes for courses offered in the Teachers College that are required on the regular elementary teacher education curriculum plus eight additional elective hours.

   In addition departments outside Teachers College will be invited to join the program by joining professional courses and staff with it.
3. The sequence will begin in the freshman year and continue through the four years of undergraduate study with credit distributed as follows:

freshman year	eight hours
sophomore year	ten hours
junior year	twelve hours
senior year	seventeen hours

4. Faculty-student interaction will be continued through two years of teaching. Students will be continuously involved in laboratory experiences beginning with informal contacts with children and continuing through tutoring, teacher aid activities, participation and student teaching.
5. The mastery of professional knowledge, competencies, and attitudes will be accomplished in conjunction with their need and use in the laboratory experiences. Instead of conventional courses, learning modules of a variety of forms and content will be provided for this purpose.

6. Departments that assign courses to the program will provide staff to the program on approximately the same student-teacher ratio that obtains for the courses on the regular program.
7. Faculty will work in teams combining competencies and time in proportion to student need.
8. Student progress will be recorded in terms of tasks successfully accomplished and competencies mastered. Each student will build his own file of achievements accompanied with appropriate faculty observations about the quality and characteristics of the work done.
9. Program evaluation will be based on the records of the students while on the program and follow-up studies of graduates through at least the second year of teaching experience.
10. Financial assistance in the form of foundation, university, or governmental grantswill be sought for the development of the program--arrangements for laboratory experiences, the development of learning modules, the development of the record keeping system, and the evaluation procedures.
11. The program will begin with the autumn quarter of the 1970-71 academic year.
12. If judged successful, the program will become one of the options a student may choose for acquiring the professional competencies of an elementary school teacher. It is anticipated that at the end of the six years extra budget support will no longer be necessary to sustain the program.

II. Rationale

The conventional objectives and program structures for the professional education of elementary school teachers are based, we believe, on premises that are inadequate and inappropriate for the present responsibilities and needs of elementary school teachers. They are inconsistent with the best understandings presently accepted about personality, human relations, and the nature and dynamics of learning. They areinadequate for preparing teachers to cope with the emerging understanding that universal public education means finding ways to provide a meaningful education for each and every child.

They fail to provide meaningful opportunities for students to examine and work in the variety of classroom facilities that are becoming characteristic of American elementary education.

They fail to provide adequate experiences in the development and use of instructional materials, including human resources, that are becoming increasingly part of the teacher's regular instructional equipment.

They are inadequately geared to the dynamic quality of present local, national and world society. The competencies needed are those that equip the teacher to cope with change as his role may vary from mover, to passive participant, to interpreter, or critic. He needs, also, to be prepared to help his pupils participate constructively in this dynamic world.

Efforts to revise the old system to meet new situations have resulted in distress, disappointment and failure. A new beginning seems to be required--a new bottle for new wine. That is what we hope the following experimental program is.

III. Objective

The Model Teacher

Like any other teacher education program, this one is designed to help each student develop toward becoming the model teacher as invisioned by the faculty implementing the program.

Our model teacher is one who:

A. In terms of BEING

Possesses a life style which facilitates the growth of self and others.

Is aware of the needs, motives, values, feelings, conflicts of self and others, and who uses this data to become a fully functioning self and to help others to become fully functioning persons.

B. In terms of KNOWING

Possesses information basic to understanding affective, cognitive, and psycho-motor growth and development of children.

Has knowledge relative to the structures of knowledge and the general curriculum areas including human relations, communication, aesthetics, and technology.

C. In terms of DOING

Possesses and uses skills for developing and sequencing learning experiences which are in keeping with the learner's level of intellectual functioning and his ability to cope with his environment.

Possesses a fund of skills by which he can develop alternative learning experiences when appropriate.

Can evaluate growth and learning and, when necessary, redirect learning experiences for children in order to achieve desired goals.

Approaches learning as a cumulative process rather than as being based on artificial time criteria, e.g., quarter, semester, year, period, grade,etc.

The achievement of an objective stated in terms of an ideal cannot be absolutely accomplished; reality is always short of the utopian dream. Persons can, however, be moving toward the achievement of the ideal. Teacher education cannot produce a completely finished product but it can stimulate students to strive toward this ideal. Moreover, it can provide tools for the pursuit of this task. So we restate the objective in terms of process goals.

Our aim is that upon completion of this program, students will have become highly committed and qualified elementary school teachers. Such teachers will be engaged in the educative process in the program and beyond as they are:

1. learning to be trusting of their own experiences, inventiveness, creativity and discoveries as bases for action.

2. becoming more open and honest in communicating with others.

3. increasingly able to view teaching as an opportunity for creative human encounter in which teacher and pupil both becomes learners.

4. becoming active searchers with students in their mutual learning situations--and are models for the learning process.

5. moving toward mastering the processes of interaction with others-children and adults.

6. evolving toward mastering the teacher's role in helping children develop competencies of communication in language, mathematics, and the arts.

7. developing toward mastering the teacher's responsibility of helping children grow in their understanding and appreciation of man and his environments.

8. developing understanding and skill in the processes or organizing, leading, and participating in elementary school class groups.

9. becoming increasingly able to articulate in words and action their conceptions of the teacher's roles and responsibilities.

10. developing understanding and expertise in the selection and use of instructional materials and equipment.

11. increasing their understanding of the variety of vertical and horizontal elementary school organizations found in American schools.

12. engaging in the analysis and appraisal of their own growth and in fostering of this competence in others.

13. learning to understand the nature of the communities and sub-cultural groupings served by the school.

14. becoming increasingly able to effect change in the communities served by the school -- changes which promote human dignity and well-being in those communities.

IV. Principles of Program Structure

Participants in our present elementary teacher education program -- students and faculty alike -- have felt that theory and practice, laboratory

and instruction in methods, and philosophy and action have all too often been separated by the nature of the conventional course structure of the university and the variety of directives and practices that are associated with it. We suggest a different structure based on the following guidelines:

1. Students will become involved in professional education experiences earlier -- beginning at the freshman level --, and continue farther-- through the second year of professional service.

2. All professional education will be laboratory centered. Students will have meaningful supervised experiences in elementary classrooms in the public schools and in other appropriate places supplemented and augmented by films, video tapes, and other forms of simulated classroom events. These will provide the experience base for studying teaching in specific terms.

3. Faculty will function in teams. While one or two may have the direct responsibility for planning with a particular student group, additional faculty will serve in the capacities of lecturer, consultant and/or advisor to assist students in the development of special competencies needed for solving problems, preparing for experiences in the students' laboratory work and evaluating the outcomes to be sought in the experiences.

4. Evaluation will be both internal and external.

   (a) Internal evaluation will be concerned with recording and assessing individual student progress and with overall program evaluation. Students and faculty will participate cooperatively in both.

   (b) External evaluation will be made by an agency of the university that will work independently of the instructional program itself yet in its criteria for evaluation use standards that are consistent with the program objectives.

V. Curriculum Structure

This program will replace the courses in the regular elementary teacher education program and eight hours of electives, as designated below, offered in the Teachers College plus any professional education courses (methods courses in particular) that are voluntarily assigned to the program by departments involved. Departments that do this will provide a proportionate share of faculty to the program.

The Teachers College Courses that would be replaced by the program are:

PSYCH 100	General Psychology	4 quarter hours
EDPSY 250	Human Growth and Development	4
EDPSY 352	Educational Psychology	4
EDEL 360	"Participation"	4
EDEL 460,464	Student Teaching	13
EDEL 380	Language Arts, Lower Elementary	3
EDRDG 400	The Teaching of Reading	4
EDFON 410	Sociological and Philisophical Foundations of Elementary Education	3
	Total Credit in Gr. Hrs. required	39 quarter hours

and electives:

EDEL 490	Practicum in Elementary Education	4 quarter hours
EDGEN 462	Student Teaching	4
	Total Hours Elected	8 quarter hours
	Total Hours in Program	47 quarter hours

The 47 credit hours will be distributed over the four years of undergraduate education as follows:

first year	8 quarter hours
second year	10 quarter hours
third year	12 quarter hours
fourth year	17 quarter hours

Other professional courses that could be associated with the program include:

AED	300	Art in the Elementary School	3 quarter hours
MUSED	362	Music Appreciation, Methods, and Materials	2
PPC	391	Physical Education in the Elementary School	4
SS	391	The teaching of Social Science in the Elementary School	3
MATH	391	Arithmetic in the Elementary School	3
SCI	391	Teaching of Science in the Elementary School	3
ENG	391	The Teaching of Language Arts in the Upper Elementary Grades	3

Credit for these courses would be appropriately distributed over the four year program.

The experiences and appropriate content from the courses substituted will be incorporated into a vertical organization that combines laboratory work, seminars, individual advising and program planning with students, and structured experiences in the form of lectures, readings, films, videotapes,

audio tapes, etc. that provide information, explanations, and competency development immediately applicable to the laboratory assignments and necessary for the professional growth and service of a teacher.

Student progress will be recorded on the basis of tasks completed and competencies and understandings mastered.

The structure of organization is represented in Figure I. Specified segments of the interrelated whole are:

1. Semi-structured laboratory experiences.
   Encounters with children of different ages, social backgrounds, and intellectual potential through tutoring, baby sitting, playground supervision, Boys Clubs, YMCA, YWCA, etc.

2. Structured Laboratory Experiences.

   Classroom work in a variety of roles and conditions. Roles will include observer, aid, assistant, student teacher and intern. Conditions will include inner-city, suburban, and rural community schools, and a variety of school and classroom structures--self contained, team teaching, age grouping, multi-age grouping, etc.

3. Seminar and Counseling.
   Supervision and critique of laboratory experiences. "Learning modules" will be constructured and used as appropriate to solve or analyze laboratory experience, problems, opportunities or needs. Supervision of individual students' sequences of progress will assure completion of all components of the program. Supervision will include cooperative evaluation of individual student progress.

4. Interaction.
   Experiences designed to help students increase their understandings of how they react to others, of how others respond to them, and how understandings about self and increasing skill in interaction with others contributes to their potential effectiveness as teachers. Development in this area will be emphasized early in the program. The semi-structured laboratory experiences will provide opportunities for analysis and application. Understanding and acceptance of self, openness to others, warmth, trustworthiness, honesty, flexibility are qualitative objectives to be sought.

5. Human Development and Learning
   Modules of learning experience designed to help students grow in understanding the nature of human development, particularly of elementary school age children, and the nature of dynamics of learning experiences--particularly in respect to the teacher's role in enhancing growth in emerging competencies and self-regard in children.

6. Methods and Materials
   Structured laboratory assignments that provide for solving problems of instruction and the generation or selection and use of a variety of instructional media and materials. Learning modules will be constructed

that will enable students to master skills, understandings, and competencies they find themselves needing in live laboratory experiences. Simulation, along with more conventional learning experiences, will be included in the bank of learning modules designed for use in this area.

7. Curriculum and Foundations.
Examinations of the structures and content of curriculum, school organization, and classroom organization in which the laboratory work occurs for the purpose of determining or discovering educational objectives and assumptions explicitly or implicitly expressed regarding the nature of life, humanity, the universe, human beings, and children. In conjunction with the above each student will have the opportunity to examine systematically his own perceptions, beliefs, assumptions and "hangups."

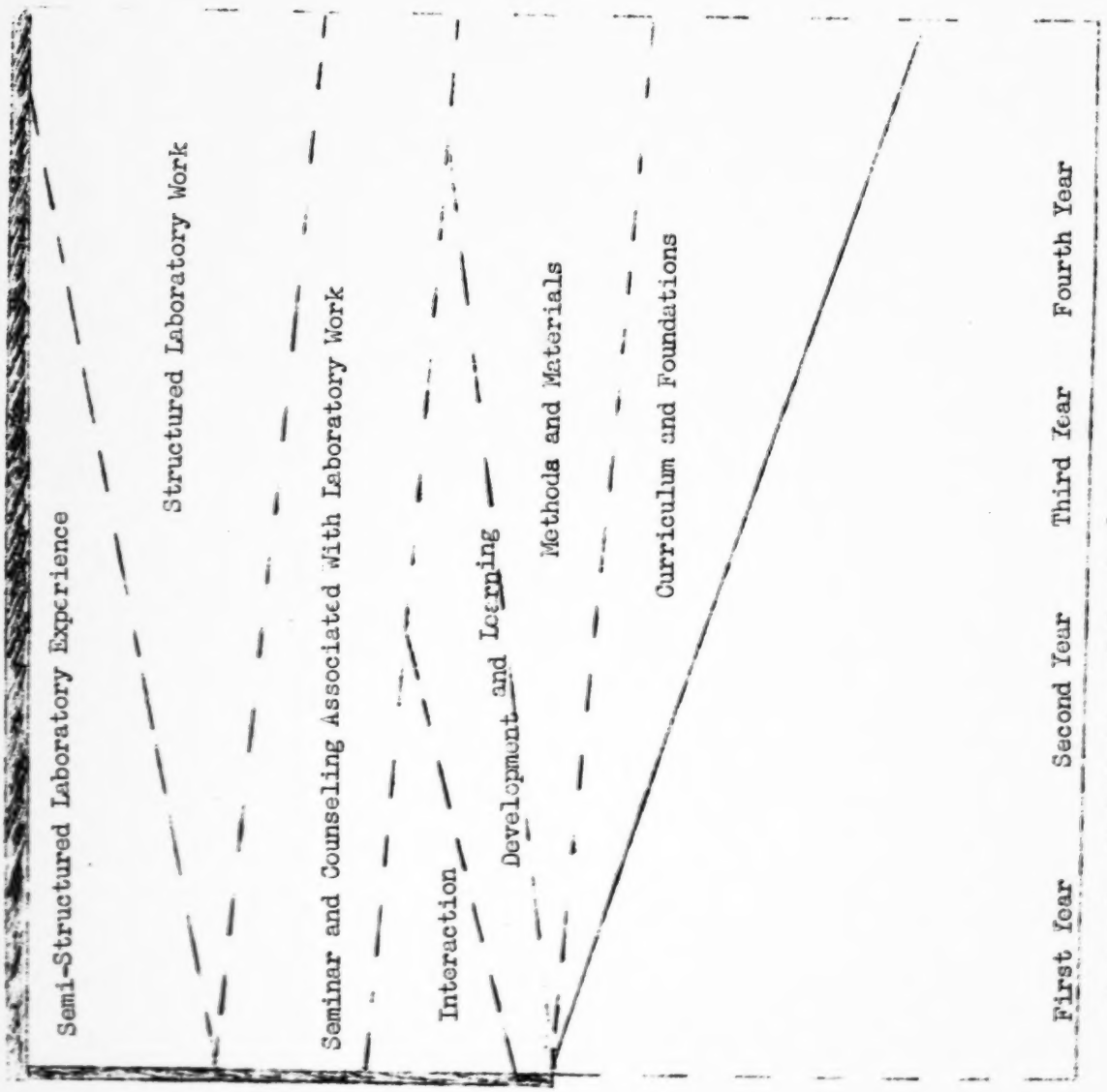

Figure I. Distribution of Curriculum

V. Articulation with the remainder of the total program of elementary teacher preparation.

A. Other professional courses.

As indicated above, other professional education requirements may be integrated with the program. Faculty teaching courses on conventional patterns will be encouraged to utilize the experienoes students are having concurrently with taking the courses in any way that is feasible without prempting experiences or content within the program. As an example, students doing student teaching or internships at the upper levels of preparation could combine the application of social science methodology and curriculm while mastering other teaching competencies such as dealing with individual differences, functioning as a teaching team member, etc.

B. The remainder of the curriculm

The general studies and substantive course requirements on the elementary teacher education curriculm are the same for this experimental group of students as for all others on the regular elementary education program. This includes the same opportunities to select and complete endorsements. Students on the program may elect, in consultation with their advisors, courses in practicum or independent study to enlarge their participation in the program beyond the minimum credit that must be earned in it.

Students and faculty may find that competencies, understandings, and behaviors need to be mastered that are not ordinarily considered to be within the scope of professional education and suitable opportunities are not available for the required experiences in the existing university offerings. When these needs are found to exist, resources from throughout the university and community

will be sought to provide them. For the students these experiences will be for credit or non-credit depending on their extent and the possibility of substituting the experiences for regular course requirements.

VI. Student Selection

Two hundred freshmen will enter the program each year for six years. This will represent between 12 and 18 per cent of each entering class in elementary education--a sufficiently large population to test an idea and provide sufficient data for evaluation.

Participants will be self-selected. The invitation to participat will be announced during summer orientation to all autumn quarter freshmen each year by letter and during autumn quarter by brochure and group meetings. Interested students will be interviewed individually or in smallgroups of up to six or ten by members of the project staff before admission. The purpose of the final interviews will be to make certain that each student understands the program fully before committing hinself to it.

Students may withdraw from the program at the end of any quarter or school year. Since entrance into the program is limited to the freshman year, there will be an attrition of students apporximately comparable to the general student population of the university unless the program develops a holding power that is more or less effective than that of the university in general.

VII. Faculty Selection and Load

Faculty for this program will be selected from volunteers. Departments within the Teachers College will be requested to contribute staff in approximate proportion to the hours of credit assigned to it from the regular program. Faculty student-credit

hour load will be maintained in the program at approximately the ration found for the substituted courses in the regular program. For the freshman year 200 students for 8 quarter hours of credit would require the equivalent of four and one-third teaching loads for one quarter. Faculty will serve in one or more of the following ways:

1. Essentially in administrative and supervisory capacities. This will include arranging places for laboratory experience placing students in laboratory assignments, and supervising these assignm
2. Counseling, to elicit and promote student self-planning, self-commitment and self evaluation.
3. In more traditional teacher roles as resource person, supervisor of skill development, program developer, and evaluator.

While the staff for the program will include specialists in each of the three kinds of competencies, the success of the program requires that all who serve primarily in the capacities indicated in items one and three will also need to be able to function on the basis of competencies suggested in item two.

A committee will be responsible for faculty selection working, of course, in cooperation with the chairmen of the departments contributing staff to the program.

VIII. Implementation

We propose that the program will begin with the 1970-71 academic year.

This will require distribution of information about the program to the entering freshmen when they report for orientation and registration during the summer. Students who express an interest in the program will be asked to fill out a card form as a preliminary registration for the program.

During the Autumn Quarter a series of orientation seminars will be held for securing firm commitments to the program. The student who expressed interest during the summer will be contacted directly concerning these seminars. If there are places for additional participants, wider publicity will be employed.

Actual registration for the program will begin in the Winter Quarter. Students will be enrolled for four hours of credit for the program in the Winter Quarter and the remaining four hours for the first year in the Spring Quarter.

Planning curriculum and program for the following years for the first group and for the groups that follow will be based on the principles stated in this proposal and the evaluation by student and faculty of the experiences they have had. Extra budgetary support will be needed for faculty development, negotiation and development of the laboratory facilities needed for the program, and the construction of learning modules that will replace conventional courses. Foundation and/or other grant support will be sought for these purposes.

Schedule of Courses in EXEL

Regular program, revised and enlarged June 1972
~~Winter and Spring Quarter~~

Freshman year: Winter and Spring Quarter

*EDEL 101	Laboratory and Seminar Introduction to Teaching in the Elementary School I	2
GXPSY 100	General Psychology	4
	Total	6

Sophomore year: Autumn and Winter Quarter

*EDEL 201	Laboratory and Seminar Introduction to Teaching in the Elementary School II	2
EDPSY 250	Human Growth and Development	4
EDPSY 300	Educational Psychology	4
	Total	10

Junior year: Autumn Quarter

EDEL 360	Principles of Teaching and Classroom Management: Elementary School	4
EDEL 380	The Teaching of Language Arts in the Lower Elementary Grades	3
EDRDG 400	The Teaching of Reading in Today's Schools	4
EDRDG 430	Corrective Reading in the Classroom	4
	Total	15

Winter Quarter

*EDEL 490	Practicum in Elementary Education	4
ENG 310	The Teaching of Language Arts in the Upper Elementary Grades	3
MATH 391	Arithmetic in the Elementary Schools	3
SCI 391	Teaching of Science in the Elementary Schools	3
SS 391	The Teaching of Social Science in the Elementary School	3
	Total	16

Senior year: Any quarter by arrangement with EXEL staff.

*EDEL 464	Student Teaching: Elementary School	9
EDGEN 462	Student Teaching: Elementary School	4
EDEL 410	The Social and Philosophical Foundations of Elementary Education	3
	Total	16

* Courses required for students participating in EXEL but not required on the regular elementary teacher education program.

EXEL for Students Going Abroad

Freshman year:

Regular EXEL program

Sophmore year:

Regular EXEL program

Junior year: Autumn Quarter Overseas

EDEL 360	Principles of Teaching and Classroom Management: Elementary School	4
EDEL 380	The Teaching of Language Arts in the Lower Elementary Grades	3
**EDEL 492	Problems in Elementary Education	2
EDEL 410	The Social and Philosophical Foundations of Elementary Education	3
**EDEL 491	Independent Study in Elementary Education	4
	Total	16

Winter Quarter:

Same schedule as regular EXEL students

Spring Quarter:

EDRDG 400	The Teaching of Reading in Today's Schools	4
EDRDG 430	Corrective Reading in the Classroom	4
	Total	8

** Additional elective hours required for credit overseas. This schedule is tentative and subject to modification. But in any change that might be made the number of elective hours will not be increased.

CODE OF ETHICS FOR EXEL STUDENTS

1. Teachers and children with whom you work depend on you to perform the tasks selected or assigned:
   a. regular attendance is assumed
   b. anticipated absences should be reported directly to the school as soon as they are known
   c. arrangements to make up time or to substitute time should be planned with your cooperating teacher.

2. The laboratory assignment provides a setting in which to do certain tasks, usually cooperatively set by the cooperating teacher, the student, and the structures of the EXEL program as interpreted by students and staff:
   a. student initiative in proposing tasks in the classroom for his own interests and needs is encouraged
   b. arrangements to work in the classroom at other times is encouraged when approved and/or recommended and planned jointly by cooperating student and teacher.

3. You are engaging in professional work. This means you are privileged to information that is considered to be professionally in confidence. Share it only in professional settings and then only as it may be helpful to you in clarifying your understandings or that of a fellow student working in similar setting.

4. The teacher's range of responsibility includes much more than teaching the usual subjects of the elementary school curriculum Therefore:
   a. every effort should be made to capitalize on participating in teacher responsibility duties in whatever pupil activities occur during your assignment period
   b. arrangements to alter time spent with the same children and teacher to enlarge the laboratory experience are encouraged to provide opportunities for performing tasks not included in the regular assignment time.

5. Cooperating principals, teachers, and other school personnel are participating in EXEL without compensation other than the satisfaction they get from doing it
   a. your expression of appreciation, cooperating and support are a large part of their "pay."
   b. respect for their individual concerns, beliefs, and ways of working with children should be assiduously respected

6. Your individual integrity as a growing, learning, interacting individual is your first responsibility to yourself.

EXEL

Task suggestions for school assignments
Freshman Year
R. A. Olson, Director

Your classroom assignment provides opportunities for you to do a variety of tasks that can enhance your skill in being menaingfully responsive to children. Work in your class-seminar provide the basis for many of the following suggestions. You can think of others. Reports of your experiences and what you learned from them provide a record of your progress in mastering tasks required of productive, sensitive, creative, and responsive teachers when placed in your folders.

Your particular classroom assignment will not likely provide opportunities for you to do all of these. But each of you can probably do some of them. Further, these may suggest other learning activities that you can do.

B y the end of Spring quarter we hope you will have been able to complete successfully a number of these activities.

1. Helping a child discover, utilize and enhance his "power base".

   You may have opportunities to work with a child for several sessions of several minutes each in an assigned relationship. This can be an opportunity to help the child see, appreciate, and plan to capitalize on his "power". But this can also be achieved in some measure in brief encounters when you may be able to express a confirming of supportive response that may achieve the same end. Watch for consequences. What happens to the child, what he subsequently does, is evidence of the effect of the encounter.

2. Helping children do "reflective thinking."

   This task, like the above, can be done in informal or planned communication with a child (sometimes several may participate at the same time), or in the context of fleeting, momentary contacts when real "heart to heart" and mind to mind communcation occurs. Your comment about what a child says or does in the latter occasion can be expressed so it challenges, him to examine his motives, think about consequences, take a look at his values, etc. Use what you understand about the process of reflective listening.

3. Study the relationships of children to each other.

In all human groups (all animal groups for that matter) individuals relate to others in rather well defined and consistent ways. There are leaders and their lieutenants, followers and strays. These are subgroups consisting of two's, three's, sometimes four's in friendship groups or cliques, or gangs, usually somewhatlarger, that have associations and engage in activities quite independently of all large group participation. Try to identify these on your own then check your findings with the teacher. Observe how these relationships may be influencing pupil performance on the learning tasks assigned to be done in the classroom.

4. Observe the range of performance in the class on some regular school work such as arithmetic or spelling.

In these you can be quite specific. In arithmetic for instance you can observe what tasks individual people are working on and how long it takes each (observed one at a time) to complete a task segment (such as working one problem in an assigned list to be done.) Practive your reflective listening skills in encouraging children to express their fellings toward the subject.

5. Observe how children work.

Select a child who has just been given an assignment that he is to work immediately, and record on a time line exactly how he spends his time until the task is completed or until the class schedule directs him to discontinue the task. You will probably need to record activities in quarter minute intervals to get distractions and diversions included in the record.

A child may perform quite differently from one task to another or on tasks in the same subject from week to week. Different children may have quite different work habits.

6. Compensating for sensory impairment

Your class may have children with limited hearing or impaired vision. If you have not observed this or been informed by the teacher ask her about it. Observe what she does to help the child compensate for his particular impairment in-so-far as her contacts with the child are concerned. Also observe how the child's behavior and social relationships may be influenced by this condition. Do other children react with him in ways that appear to be conditioned in some degree by his handicap?

7. Range of individual differences.

School records contain a variety of items about each child including such things as performance on an intelligence test at a particular time, performance on standarized achievement tests at particular times, weight and height possible at several times for older children, record of

attendance, health record. and other items needed for helping teachers understand children. Finding the range of performance or condition for the class you are working with in all these categories will help you appreciate the task of providing programs for the classroom that accomodates the differences among children evidenced by just this information.

If school policy permits you to have access to this data, tabulate the data to demonstrate the range and distribution of children's performance records on each of the items available. Any general psychology text should have a chapter or section of a chapter that will help you discover just how to do this.

8. Discovering how a child thinks.

If you have been given the responsibility of working with an individual child either with specific ones or with anyone who calls on you for assistance in a work period you have opportunities to observe and to try to guide children's thinking. Record, as nearly verbatum as you can, the conversation between yourself and a child and the things he did if we wrote down things, used his fingers or other media as help himself. Try to decide how he proceeded. Was he trying to remember? Was he trying to "figure it out"? Was he guessing?

9. Observing Classroom "Climate"

How do you "feel" about the "tone" of the classroom? Is it friendly, or hostile; cooperative, or competitive, good humored or surly, organized or chaotic, etc? Record specific incidents that express or contradict the "tone" you feel. Explain the confirming or conflicting evidence. Did a systematic observation of behaviors from this point of view modify in any way (this could be confirming an earlier impression as well as changing it) your earlier "feeling"? How?

BALL STATE UNIVERSITY / MUNCIE, INDIANA 47306

February 5, 1971

Muncie Teachers Participating
in the EXEL Program, 1971

Dear Colleagues:

The attached document is a description of the EXEL program that appeared in the Autumn, 1970, issue of the Ball State Supervisors Quarterly. It describes the broad structure of the program and indicates its objectives.

Your role as a participating faculty in the first year of the program is most important because you are providing for many students their first opportunity to work with children in a formal, organized environment. Even those who had cadet teaching while in high school will be anticipating a somewhat different experience.

The first year of the students' participation in EXEL is expected to deal particularly with the first five "Objectives of the Program". (attached document, p.2). One way of providing opportunities to pursue these objectives can be by enabling the students to work with children as they go about their regular daily school activities. Helping children with seat work, participation in leisure time activities, helping children in review or practice activities are a few of the many ways the students may be provided opportunities to communicate with children. In your own classrooms these and other activities may take the forms that best suit the situation.

In order to "particularize" the objectives we are endeavoring to alert students to opportunities to engage in person-to-person communication with children. They are expected to be able to identify these occasions and to explore with faculty and colleagues the content of the events in both affective and cognative terms. We believe these moments can happen either within the context of the kinds of activities suggested above or as outcomes from them if the student is alerted to capitalize on opportunities in our classes and seminars at the University. We anticipate that they will learn from each other as they report and evaluate their experiences.

We plan to provide opportunities for you to share in evaluation and planning as the program develops. In the meantime, please feel free to contact me about any concerns or ideas you may have about our mutual interest in making this a meaningful, challenging beginning of teacher education for the students on this model-experimental program.

Sincerely,

R. A. Olson

R. A. Olson, Director
EXEL

BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

Dear Collegue,

Thank you for accepting an EXEL Sophomore for the Autumn quarter, 1972. We trust you will find your student cooperative and helpful. The Sophomores have completed ten weeks of assignment with Muncie elementary school teachers as Freshmen so they come to you quite ready to become actively involved in your classroom program. We expect them to be responsive to your suggestions and ready to take considerable initiative in finding ways to be useful and productive.

Essentially we anticipate three kinds of involvement for them:

1. Participating in the routines of classroom organization and management. This would include such things as taking roll, supervising class passage from one area to another as for toilet and water, checking work sheets, duplicating instructional materials, etc.

2. Participating in the instructional program. This would include such activities as teaching a reading group, tutouring individuals or small groups, supervising children doing "desk" tasks while you are working with groups. "Teaching" the class using your plans or directions to relieve you for other activities, etc.

3. Completing selected activities for which the student takes the initiative for proposing, planning, execution and evaluation. These activities will usually be in response to assignments from the class in Human Growth and Development which is the college course taken in conjunction with the classroom assignment. Dr. Robert Taylor, who teaches this course, has suggested that as a beginning, the students make observations of pupil interaction and, when appropriate, do sociometric activities to help them get some early information about the interaction patterns among the children in their classes.

You, of course, have ideas of your own about the service our students can give to your children and how they can support and supplement your efforts. You also have practiced ideas about skills and understandings they are going to need as teachers. These, in particular, should become part of your EXEL students experience.

Sophomores are assigned to be with you for approximately two hours per week. This is as much time as most students can manage. A few, however, may want to spend more time and can make arrangements to do so.

We wish you a successful school year. If in any way we can be useful to you please feel free to call on us. Robert Taylor from the Department of Educational Psychology, Betty Pogue, Kay Stickle and I from the Department of Elementary Education Constitute the Staff for the Sophomore EXEL Program.

Sincerely yours,

R. A. Olson

Raymond A. Olson, Director
EXEL

BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

October 19, 1972

Your EXEL student is registered for EDEL 360 Classroom Organization and Management: Elementary School. This course is part of the structure of laboratory work required on our regular program. A part of this course has always been the completion of an evaluation form by the teacher with whom the student was assigned. Presently we are using the attached form. We would appreciate your completing it (front side only and not including a recommended grade unless you wish to do so) and returning it to your school principal on or before Monday, November 13.

I'll be happy to discuss the form with you. Just send word with your student that you wish to see me.

We are distributing the form at this time to give you an opportunity to become acquainted with it well before it is to be completed and to discuss items in it with your student now, if you wish, so he can work on specific areas of strengths or weaknesses in some specific ways during the remainder of the quarter.

The form has also been distributed to the student and he has been asked to make a self-evaluation that will be filed, along with yours, in his EXEL file unless you decide to do one together.

Ruth Hochstetler, James Sabin, and Joan Williams join me in expressing our appreciation to you all for the opportunities and assistance you are providing the EXEL Juniors this quarter.

Sincerely yours,

R. A. Olson

Raymond A. Olson, Director
EXEL

EXEL

Progress Report, April, 1971
R.A. Olson, Program Director
April 30, 1971

Ball State University initiated an experimental program in the professional component of the program for the preparation of elementary school teachers (assigned the code name EXEL) in the 1970-71 academic year. This is a report on the initiation of the program and its progress through the first year. Since the program starts with freshmen students, it was necessary to publicize opportunities to enter the program and solicit applicants for it during the summer orientation for matriculates and the autumn quarter. Students actually entered the program in the winter quarter.

Recruitment and Selection

Communication problems made recruitment a difficult process. Arrangements were made to distribute an announcement and description of the program to the freshmen who attended the elementary teaching section of group meetings during each two day registration-orientation session. A representative of EXEL usually attended these meetings and spoke briefly and answered questions about it. When this was not possible the representative for elementary education did this as a part of his presentation. Interested students were asked to fill out interest cards. Approximately 250 matriculates expressed an interest by this means in learning more about the program. Curriculum declarations for elementary teacher preparation in the autumn quarter when compared with the total attendance at these meetings indicated that only about half the students who actually started on the elementary teacher education program attended them. Students invited to enter the Carmichael program attended meetings concerned with these programs at this hour. Others evidently just did not attend any meeting or decided later to enter the elementary teacher education curriculum.

At the beginning of the autumn quarter we discovered that a student campus directory would not be available until the end of the quarter, consequently, our original plan to contact students directly by letter had to be abandoned and some other means of communication substituted.

Dates were set for two orientation and recruitment meetings in early October before the beginning of winter registration of freshmen. Announcements of these meetings were publicized by bulletin board fliers posted in all residence halls, a story about EXEL and an announcement in "Where Its At" in the Daily News.

The recruitment and orientation meetings were attended by approximately 120 students. Of these 109 were found to be both interested in the program and qualified applicants for it. (Qualified applicants were

considered to be students who were first quarter freshmen carrying full academic programs on the elementary teacher education curriculum). On the assumption that there would be at least a small percentage of loss all 109 were admitted to the program. Of these 105 registered for EXEL classes for the winter quarter.

Some further attrition occurred at the end of the Winter quarter. Three students were disqualified, three changed to other majors, and two left college leaving a total of 97 students in the EXEL program during Spring Quarter. Of these 97 students, 88 have indicated their intentions to continue on the program in the sophomore year. They have been given their EXEL assignments and will register accordingly for Autumn classes.

Program Activities

The program actually started with the Winter quarter. Students were registered in sections of either GXPSY 100 or EDEL 101. In the Spring quarter registrations were reversed. All students received a grade of I at the end of the Winter quarter and will receive grades for work completed in both courses at the end of the Spring quarter. Classes were scheduled to meet regularly for two hours per week through both quarters for all students. One additional hour was scheduled for seminar and organizational meetings each week with the understanding that other activities would be planned to replace this hour when it became appropriate to do so. In addition, each student was assigned to work one hour or more per week from the middle of the Winter quarter to the end of the Spring quarter in a public school classroom, day nursery center, or a Head Start program.

The regular scheduled class sessions were tanght by Robert Taylor in the Winter quarter and by Kenneth Dimick this Spring. For the remainder of the program Betty Pogue and Raymond Olson shared responsibility.

Agencies that were requested to provide classroom assignment opportunities were most happy to do so when they learned about the purposes and structure of the EXEL program. These included the Muncie Schools, Psi Iota Xi Day Care Center, Munsyana Day Care Center, and the Muncie Head Start Program. Placements were made with all of these agencies but assignments in the Muncie Schools, because of transportation problems, were limited to four schools: Anthony, Emerson, Mitchell, and Westview. Arrangements were made for a student who commutes from Chesterfield to have her assignment there.

Students began their work in the classrooms during the third week of January and will continue on these assignments to the end of the Spring quarter. For the most part students have continued on their original assignments though a few, who were originally with day care or Head Start programs, have on their requests, been reassigned to classes in the schools.

All requests for the cooperation and participation of these agencies were made in writing, by phone, and in face to face conferences. Betty Pogue made the contacts with the Head Start Programs and the Munsyana Day Care Center. Raymond Olson made the others.

Orientation meetings were also held with the teachers who were being invited to participate by accepting student assignments. Presentations included a brief description of the purpose and structure of the EXEL program and a specific statement about the purpose of this first assignment. In each meeting a discussiona followed and, in the elementary schools, teachers were given the opportunity to indicate their interest in participating to the principal on the day following this meeting. In the four schools all but two teachers agreed to accept students. Most expressed an interest in having more than one.

The proposal actually generated a good deal of enthusiasm. Teachers said they were happy to have this opportunity to participate in the preparation of elementary school teachers and were particularly impressed with this provision for early laboratory experiences.

Transportation to and from the schools was provided by volunteers from the department of Elementary Education during winter quarter except for students who lived within walking distance of the schools to which they were assigned. Bus transportation was provided by the University for the Spring quarter at a nominal charge of $2.00 per student.

Staff Meetings

From the beginning of the recruitment, selection, and orientation period it was evident to the faculty involved that constant communication needed to be maintained among the staff. As the program began to operate it also became evident that communication with the students on a basis other than what occurs in classrooms, seminars, and private conferences was also essential. It was decided early in the Winter quarter, therefore, to schedule regular staff meetings that included the faculty and student representatives from each of the four work groups in the program. It took the students several sessions and the support of a sizable number (eight to twelve) of them to become active participants in these sessions. But we further discovered that those attending need not be continuing members of the group. So, beginning in January each work group sent two different members of the group to each staff meeting. In addition several volunteers attended on a continuing basis. Each meeting, therefore, in membership consisted of the faculty, representatives from the four groups, two to four regular volunteer student members and the graduate assistant assigned to the program who served as the recorder-secretary. A report of each meeting was circulated to the faculty and the entire student membership of the EXEL program.

Staff meetings were concerned almost entirely with program evaluation and planning. This provided opportunities for student and faculty reaction to every aspect of the on-going program and for involving both in planning program implementation.

In the Spring quarter participation in the staff meetings was expanded to include volunteer representatives from the principals, directors, and teachers of the schools in which the students have their classroom assignments. One school principal and teacher representatives from one school attend regularly. Their participation has been very helpful in our examination of their roles in the program and in exploring what kinds of experiences are possible in classrooms when the visiting student comes only once each week for a period of little more than an hour.

Field Trips

Early in the spring quarter some students began to express an interest in visiting elementary schools those program represented innovations in organization for instruction or the utilization of faculty. In response to this interest three schools were selected and tentative plans were made for trips to visit them. However, when invitations were issued to the students to sign up for the trips the response was considerably less than the staff, including the students who participated in this planning, had anticipated. However, two nearby schools will be visited during the second half of the quarter.

Planning for 1971-72

The program proposal for EXEL provides that the credit for the sophmore year of the program will be for EDPSY 250 and 300 and a new course in the department of Elementary Education for a total of ten quarter hours of credit. The course approved for this purpose is EDEL 201 Introduction to Elementary Classroom Organization and Management: Laboratory and Seminar. This course was approved for a total of four hours of credit but registration may be for one hour per quarter.

The department chairman involved and the EXEL staff and student attending staff meetings participated in deciding how the sophmore program, within the limits of the ten hours of credit, would be structured. The following guidelines were established for determining registration instructions and program structure:

1. The program should be distributed through the autumn and winter quarters with an option for students to continue a laboratory-seminar assignment in the spring quarter.

2. Students would be divided into three groups for purposes of registration and division into instructional groups.

3. A specified period of not less than three hours would be clear of Non EXEL classes each day for all students in each group.

4. All EXEL activities including class sessions, laboratory assignments and seminars will be scheduled in the three hour periods reserved for EXEL.

On the basis of these stipulations a schedule was determined for each group, students were assigned to the groups, and registration instructions for the students were worked out in cooperation with Robert Fletcher and his staff of curricular advisors. Each student received indivudual instructions for his registration for the autumn quarter before registration began. The attached Registration Schedule Autumn Quarter 1971 represents the implementation of the above guidelines.

Flexibility in the assignment of students to the groups provides accomodations for students on Honors, Carmichael, TOD, or other program options available to elementary teacher education majors. Students can be in EXEL in either morning or afternoon. If absolutely necessary up to three hours of non-EXEL classes may be scheduled in the EXEL time block by arrangement with the Director of the EXEL program.

Arrangements are being made for placements in the autmn and winter quarters of the sophomores in the Muncie Elementary schools. Students will participate in two assignments, one each quarter; one will be in an inner-city school and the other a more middle-class setting. Olson will meet with the elementary school principals at their regular monthly luncheon meeting on May 4 to discuss EXEL and the propssed assignments. Later, if arrangements can be made, he will meet with the faculty of each school that will be involved.

Student assignments will be made before the end of the spring quarter so the students can begin work immediately at the beginning of the Autumn quarter.

Preparations for 1971-72 New Group

As provided in the program proposal, a new group of freshmen will enter the EXEL program in 1971-72. Procedures and materials for informing entering freshmen, providing opportunities for applying for the program and the processes for selecting those to be admitted are now in the planning stages.

The summer procedures will be similar to last summer with some additions. One group of students is writing a brochure to be distributed to entering freshmen. Another group is planning to prepare a video tape that will illustrate significant aspects of the first year's work. If time cannot be found for using this tape in the summer freshman orientation program, it will be used in EXEL recruitment and Orientation meetings during the autumn quarter. Students are also interested in volunteering for SOC so as to be available to talk about EXEL with entering freshmen either on some planned occasion or, if this is not possible, in their casual contacts with them.

Assessment

Only a preliminary assessment of the first year of the program can be done at this time. After all data available has been collected at the end of the academic year a thorough evaluation will be made by the staff and a representative group of students. Other persons who have a stake or interest in the program will, of course, also be included. The purpose of this evaluation will be to guide program planning for both the continuing group and the new group that will be initiated into the program next year.

In the meantime, however, a number of assesment observations seem evident enough to be made at this time.

1. Students like the idea of the program. They are particulary pleased with the opportunity EXEL provides for work with children. This, it appears, is the principle reason for the moderate rate of attrition.

2. The program generated a rather high level of anxiety among students. The awkward relationship between the registration schedule and the schedule of EXEL classes and seminars was one reason. But the more important reason was our effort to enable the students to be responsible for making decisions on what they, quite naturally, construed to be academic matters, such as, selecting one or several of a number of possible ways to respond to an "assignment," using live resources such as a roommate or friend as a source of information or means for trying an idea instead of or in addition to reading an assignment and taking a test, deciding what should go into a personal record folder as evidence of effort, growth and learning.

3. It also created feelings of anxiety among the faculty. We found the expressions of student anxiety particularly disturbing. Possible we should not have been unduly concerned. These affective responses of students may be quite normal for the situation and the age of the students involved. But we were sorely tempted to try to relieve student anxiety by providing a more rigid structure. We believe we avoided this expedient but we will not be able to evaluate this adequately until the year of work is completed. Probably we will need data from another year or two of experience to reconcile student and faculty anxieties. We don't expect to eliminate either but we might learn to understand both better.

4. Most faculty working in the program feel quite sure that they were not adequately prepared to work with college freshmen. We had not taught freshmen for a number of years if at all and so had little or no experience against which to evaluate student reaction to the challenges of the program. It is quite evident that we did not, and at this time still do not, fully understand the kinds of pressures freshmen students feel and have to cope with.

5. Students appreciate the opportunity to participate in planning and evaluation. Students who have attended the staff meetings have participated forcefully, rationally, and creatively. They realize the importance of making decisions on administrative details in proper relation to the factors involved and the consequences anticipated from the decisions made. They get creatively involved in planning ahead and have suggested a variety of ways that the program might be implemented and enlarged. They state their reactions to their experiences in the program openly and freely, including their frustrations, anxieties, and disappointments. As a consequence, we have had the benefit of a continuous feedback of data to use for program revision and for planning ahead.

6. Public school teachers welcome opportunities to participate in the education of students who are preparing to join them in the profession. They are also quite willing and competent to provide special kinds of experiences for them within the limits imposed by schedules and classroom programs. When possible

they bend schedules and programs to help students. Our confidence that teachers and school principals would be willing to accept responsibilities for laboratory experiences for students without financial renumeration and that they could do this meaningfully and appropriately has been fully confirmed.

7. The students who elected EXEL welcome the opportunity it provides for them to work with children during their first year of college. This is the part of the program that really "turns them on." The delay of a half quarter in starting the assignments was a frustrating disappointment to the students. Being in the classroom with children an hour or two each week makes the program worthwhile. We have some evidence at this point that the experiences some of them are having are richly rewarding in the confirmation of themselves as persons capable of entering into meaningful communication with children, peers, and co-workers. This represents the basic objective of the first year of student involvement in the EXEL program. The degree to which this will be true of all by the end of the spring quarter cannot, of course, be ascertained now. But it does demonstrate that the content and objectives of the experiences in the classes taught by Taylor and Dimick are being reflected in the experiences being sought and the experiences students are having in the assignments in which they work with children. The seminars and conferences conducted by Pogue and Olson provide opportunities for students to explore the relationships between the two with us and each other.

R. A. Olson
Program Director

E X E L

Registration Schedule — Autumn Quarter 1971

Group 1.

EDEL 201	Section 1	10:10	(1)	TC 311
EDPSY 205	Section 4	10:10	(4)	TC M11

Class schedule for these two courses 10:10-12:10 MW.
Other classes at 12:10, 1:10, 2:10, 3:10, 4:10 or later.
School Laboratory assignment 3:10-11:10 T or Th.

Group 2

EDEL 201	Section 2	1:10	(1)	TC 311
EDPSY 250	Section 11	2:10	(4)	TC M11

Class schedule for these two courses 1:10-3:00 M W.
Other classes at 8:10, 9:10, 10:10, 3:10, 4:10 or later.
School Laboratory assignment 12:10-3:00 T or Th.

Group 3.

EDEL 201	Section 2	1:10	(1)	TC 311
EDPSY 300	Section 13	1:10	(4)	TC M11

Class schedule for the two classes 1:10-3:00 T Th.
Other classes at 8:10, 9:10, 10:10, 3:10, 4:10 or later.
School laboratory assignment 12:10-3:00 M or W.

EXEL Annual Report

Department of Elementary Education

Teachers College

Ball State University June 1972

EXEL is completing its second year of operation. The students, who as freshmen completed the first year of the program, continued in it as sophomores. A new group, recruited from the entering freshmen in the Autumn Quarter, started in the program in tne Winter Quarter. Since these two groups engaged in different activities and exhibited behaviors and problems distinctive from each other their programs are described separately in the report.

Program Description

The Freshmen

Essentially the same procedures were followed in recruiting applicants and selecting students for the 1971 class as were used the previous year. A program announcement was made to the matriculates who attended the elementary education sessions in the summer orientation program. This included a brief oral description of EXEL and the circulation of a one page mimeographed flier. In early October two meetings, announced in "Public Announcements" in the Daily News and on the residence hall bulletin boards, were held for students interested in the program. Students attending were invited to complete brief application forms. From these applications 110 students were selected for admission to EXEL.

Approximately 150 students attended these meetings but only 125 completed the application forms. Of the 125, fifteen were disqualified either because they were not in their first term as college students or were already in courses included in the EXEL program. It should be observed that this selection process did not include any effort to select students on any basis of demonstrated competence or potential. The criteria applied were simply:

1. Academic status - first term freshmen
2. Vocational interest - elementary education
3. Program interest - voluntary application

Students taking GXPSY 100 General Psychology during the Autumn were excluded because the previous year's experience had demonstrated that students object to doing work for no credit that others receive credit for even after declaring earlier that they would be perfectly happy to do so. This, in addition, accomplished the mechanical purpose of limiting enrollment to only slightly over 100.

The attrition from the program for this group may be summarized as follows:

Admitted to the program	110
Registered for Winter Quarter	107
Registered for Spring Quarter	100
Completed Spring Quarter	94
Application for Autumn 1972 Assignments	68
Registered for Autumn Quarter 1972 as of June 20	58

The freshman program organization for 1971-72 was the same as for the previous year. Students earned credit in GXPSY 100 General Psychology (4 quarter hours) and ED EL 101 Introduction to Teaching in the Elementary School (2 quarter hours). Half the

students registered for each course in each of two quarters (Winter and Spring) but the program schedule was the same for all throughout the twenty-two weeks. Each week students spent three hours, including travel time, on assignment in elementary school classrooms, and two hours in class sessions.

The classroom assignments were in Anthony, Emerson, Mitchell, and Westview schools. Except for a few adjustm ents to accommodate student preferences when several students withdrew from the program at the end of Winter Quarter, assignments were continued in the same classrooms through the two quarters.

The Sophomores

Of 109 students who were admitted to EXEL in the Autumn of 1970 sixty-nine completed the sophomore program. The attrition occurred as follows:

109 admitted
105 entered the program Winter Quarter, 1970-71
97 continued in the Spring Quarter
88 indicated their intention to continue in EXEL at the end of Spring Quarter
73 registered for Autumn Quarter, 1971
69 completed Winter Quarter, 1971-72.

The sophomore program consists of a classroom assignment for two and a quarter hours (three hours including travel time) each week and two two hour on campus class sessions. Five quarter hours of college credit was earned each quarter: ED PSY 250 Human Growth and Development (4), ED EL 201 Introduction to Classroom Organization and Management: Elementary School (1) in the Autumn Quarter and ED PSY 300 Educational Psychology (4) and another hour for ED EL 201 in the Winter Quarter.

The Autumn classroom assignments were in Jefferson, Lincoln, Garfield, Blaine and Roosevelt schools. These are some of the more disadvantaged school communities in Muncie. Winter Quarter assignments were in Riley, Northview, Forest Park and Sutton Schools which are in essentially lower middle and middle middle class residence areas.

Planning the Junior Year

One of the essential tasks of the EXEL program director, staff, and students was to plan and structure the junior year program. The faculty included those involved in the freshman and sophomore programs and representatives of areas to be included in the junior year of the program-- language arts, reading, social science, science, music, art, industrial arts, and mathematics methods. Sophomore EXEL students were invited to all the faculty meetings and some were present in most sessions.

Representatives from music, art, and industrial arts found that their departments would have considerable difficulty including themselves in the program in any special way so they decided to exclude themselves from participation for the time being. The others welcomed the opportunity to participate. As a consequence a two quarter program evolved in which methods would be taught in association with student classroom assignments in selected Muncie schools.

The allocation of courses in the junior program by quarters is to be as follows:

Autumn Quarter (15 quarter hours)

EDEL 360 Classroom Organization and Management: Elementary School (4)

EDEL 380 The Teaching of Language Arts in the Lower Elementary Grades (3)

EDRDG 400 Teaching Reading in the Elementary School (4)

EDRDG 430 Corrective Reading in the Classroom (4)

Winter Quarter (16 quarter hours)

EDEL 490 Practicum in Elementary Education (4)

ENG 310 The Teaching of Language Arts in the Upper Elementary Grades (3)

MATH 391 Arithmetic in the Elementary Grades (3)

SCI 391 Teaching of Science in the Elementary School (3)

SS 391 The Teaching of Social Science in the Elementary School (3)

The schedule provides for students to spend the mornings on assignments in classrooms in selected Muncie schools, leaving campus by bus at 8:00 A.M. and returning by 11:00. Class sections are scheduled during the remainder of the day. However, faculty and students may plan variations in this time structure for a variety of reasons since in most instances both students and faculty will have only limited if any academic responsibilities outside their EXEL assignments.

An important variation of the above schedule is that 22 of the students will be spending the Autumn Quarter in Britain. The idea for doing this grew out of a discussion about British primary schools and the value there might be in living for a period of time outside one's own familiar cultural milieu. Richard Alexander is coordinating, directing, and sponsoring this program. The students will be at Keel University and two associated teachers colleges for orientation and assignment and will then be distributed in groups of two or three to school communities where they will live with families while working full time in selected schools. Tentative

plans provide that the group will spend the first week in London, the next rhree at Keel University and associated teachers colleges, five on assignment in primary schools in England and Wales, and the last two weeks on self selected travel projects. Preparation for the experience included a series of planning and assignment meetings during the Spring Quarter.

Assessment

The Freshman Year

Student reaction to the Freshman program reinacted much of the feedback of the previous year. The classroom assignment was almost universally evaluated as the most significant experience of the year but a sizable resistance to the structure and task assignments of the seminar developed during the Spring Quarter.

By the end of the year much of the student concerns were reconciled or moderated through open discussion by students and faculty both in class sessions and in called faculty-staff meetings. These concerns centered around the following items:

1. The purpose and expectations of the elementary classroom assignments
2. The time scneduled for EXEL involvement in relation to hours of credit
3. The double content of GXPSY 100 - a self study preparation for a test over the traditional content of an introductory course in psychology and a special content for EXEL
4. The provision that evidence of participation and learning is principally to be demonstrated by what students enter in the EXEL individual files

5. The expectation that students would assume individual responsibility for planning and doing activities with children-- directly applying "theory" to "practice."

The faculty, too, felt the pressure of there being more to do than could reasonably be expected of themselves or the students within the schedule structure and credit allotment.

An exploration of what adjustments might be made to relieve some of the tensions for both students and faculty-particularly students- led to two proposals which, hopefully, will be ready for incorporation into the 1972-73 freshman program.

1. An increase in credit by two quarter hours to be accomplished by making ED EL 101 Introduction to Teaching in the Elementary School a four quarter hour course. Credit presently is for two hours, and
2. The development of a series of Individualized Instructional Task Packets that will include specific activities with instructions for tasks to be done with children.

The proposal for adding two hours of credit to ED EL 101 will be presented to the Department of Elementary Education for its action at an early department meeting in the Autumn Quarter.

EXEL received a BSU Research Grant of $450 for the purpose of constructing and testing the Instructional Task Packets. Olson and Taylor will have the primary responsibility for the construction of the Packets. They have begun an exploration of the Tasks to be programmed and will be concentrating on the work of constructing them during the 1972-73 Autumn Quarter.

This refinement of the program is consistent with its originally stated purposes and proposals for structure for EXEL. However, it

incorporates more restriction on decision making than was originally assumed would be desirable or necessary. Two years of experience have demonstrated, however, that this is both necessary and desirable. It is necessary because the program defines teaching in terms of more intimate interaction between teacher and child than conventional understandings presuppose. Students are confronted with values and tasks that are outside their perceptions of what teaching is to be and that is quite beyond their understandings and skills. Rather specific leadership from some source is necessary to help students examine new perceptions about the role of teachers in understanding themselves and children and then to incorporate these into their personal value systems and learn appropriate skills for their implementation.

The Sophomore Year

The sophomores expressed in many ways a most encouraging enthusiasm for their work of the year and in some respects their production and involvement exceeded our expectations. There were some disappointments, too. The achievements and disappointments may be summarized as follows:

1. The students became intimately involved in the elementary classrooms. They did the tasks assigned from the seminars with the full cooperation of their classroom teachers. They prepared short lessons for groups, frequently the entire class, for almost every classroom visit and worked with individual children or small groups assigned to them on a week to week basis as tutors or teaching aids.
2. The students were responsive and involved in their relations with the faculty.

3. The seminars were productive work sessions. Principles of child development and learning were often tested on assignment. Observations and experiences were analyzed in theoretical terms. Theory and practice began to become one whole, at least for a considerable protion of the students.
4. The elementary school principal and teachers involved were wholeheartedly supportive of the program and of the students assigned to them.
5. The "selecting out" process appeared to have been virtually completed during the Freshman year. None of this group was considered a poor prospect for teaching by any co-operating elementary school teacher or principal or by any EXEL staff member who worked with this group.
6. Students made extensive use of teaching resource services available on campus including the Library Teaching Materials Service, the Film Service, the Children's Book Collection, The Teachers College Language Arts and Reading Centers, and instructional materials resources available in several other college departments, particularly Mathematics.
7. Communicating the purposes and strategies of the program to cooperating principals and teachers is still a problem in some instances at least. The staff will be working on the development of some new approaches for next year. It is possible, however, that the solution is in experience. The 1972-73 sophomores will be placed in the same assignment as the 1971-72 group so we shall be able to assess the effect of experience.

8. The arrangement with the Muncie Schools to have two different assignments in its Sophomore year was a successful arrangement. Students appreciated opportunities to work in a "culturally disadvantaged" area and in a "lower middle and middle class" community. They became aware of representative differences in life styles and how these affected the attitudes and behavior of children. Understandings, sympathies, and appreciations for individual children appear to have been enhanced. The students at least frequently said so and observed behavior frequently confirmed their statements.

9. The expectation that the faculty assigned to EXEL would work in a team relationship has not fully materialized. Considerable cooperation and some meaningful communication has been accomplished but assignment schedules and other responsibilities have made consultation, cooperative planning and evaluation very difficult.